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The memory of training is synonymous with the consciousness of self: 867 865

As far back as I can remember my father and mother directed me how to act. They used to tell me, "Do not use a bad word which you wouldn't like to be used to you. Do not feel that you are anyone's enemy. In playing with children remember this: do not take anything from another child. Don't take arrows away from another boy just because you are bigger than he is. Don't take his marbles away. Don't steal from your own friends. Don't be unkind to your playmates. If you are kind now, when you become a man you will love your fellow-men.

"When you go to the creek and swim, don't duck anyone's children. Don't ever fight a girl when you're playing with other children. Girls are weaker than boys. If you fight with them, that will cause us trouble with our neighbors.

"Don't laugh at feeble old men and women. That's the worst thing you can do. Don't criticize them and make fun of them. Don't laugh at anybody or make fun of anybody.

"This is your camp. What little we have here is for you to eat. Don't go to another camp with other children for a meal. Come back to your own camp when you are hungry and then go out and play again.

"When you start to eat, act like a grown person. Just wait until things are served to you. Do not take bread or a drink or a piece of meat before the rest start to eat. Don't ask before the meal for things that are still cooking, as many children do. Don't try to eat more than you want. Try to be just as polite as you can; sit still while you eat. Do not step over another person, going around and reaching for something.

"Don't run into another person's camp as though it was your own. Don't run around anyone's camp. When you go to another camp, don't stand at the door. Go right in and sit down like a grown person. Don't get into their drinking water. Don't go out and catch or hobble horses and ride them as if they belonged to you the way some boys do. Do not throw stones at anybody's animals.

"When a visitor comes, do not go in front of him or step over him. Do not cut up while the visitor is here. If you want to play, get up quietly, go behind the visitor, and out the door."

The foundations for the sexual division of labor are early laid: 868

"Your work will be to make baskets and to build fires, my daughter. Keep busy like your mother. Watch your mother as she is going through her daily work. When you get older, you will do the same things. It doesn't hurt you to pick up little sticks of wood and carry them in. Stay here by the fire. Watch your mother and see what she is doing around the camp."

When my mother and father talked to both my sister and me, they would say, "This means you. This means you," pointing to each of us. And many times my father would say to my sister, "There are things which can be told to you

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a big meal. Generally, she would serve the visitor first, even if the visitor was a woman. After the visitors had gone, the man might get after his wife and ask her, "Why should you feed those people first? Why didn't you feed me first?"

If a visitor happens to hear of this, he will say, "I'm sorry I went over there. I didn't know that man was like that. I won't go over there any more."

The child must early be made sensible of certain dangers and must learn to be quiet at a command. Enemies often lurk perilously near, and the encampments may suffer severe loss before help can be summoned. Often a child's first memories have to do with threats concerning a dread and shadowy being who preys upon noisy or disobedient children. "The word *gode* is enough. They don't try to describe him. The children become afraid of the word."

Another sound which the child learns to respect is the call of the poorwill. This bird is known by the same name as the masked dancers, for it is thought that the call of the poorwill resembles the traditional call of the dancer as he approaches and "worships" the fire.

When I was a boy, there was a bird that sang only at night. We were told that its song was the voice of the clown of the masked dancers who took bad children. We were pretty quiet and well behaved when we heard that song at night. I realize now that the song is pretty, but when I was a child it frightened me and I disliked it.

This masked-dancer clown, or Gray One, is one of the terrors of childhood. "The clown is going to put you in a basket and carry you off somewhere. Say this to a little child and he is going to mind right away."

The threat of the clown is maintained as long as possible to keep the children out of the way of prowling enemies and predatory animals. When warnings of the clown's arrival lose their efficacy, Gray One himself may "appear."

Suppose now that children are playing out there and won't mind at all. All right! The parents will say, "Let's scare those children."

They go way around through the woods somewhere. Maybe a big fat man goes out there with them, and they put white paint on him. They make him look like the clown. Well, he goes over to the other side of the place where those children are playing in the brush. He takes a little switch or a stick along with him. Then, when he is about twenty yeards away, he shows his face, and one of

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861 the boys or girls sees it and starts to run. Then the rest look and see the clown
535 coming. The children cry and run back to camp. And the clown will be running
865 after them, trying to hit them with the stick, throwing stones after them, but being careful not to hit them. I'll tell you, those children will not go far from camp any more!

Clowns accompany the masked dancers at the girl's puberty rite, and parents of disobedient children, taking advantage of the fears already engendered, arrange to have Gray One "get after" their youngsters at this time.

861 The child is silenced, too, by dark forces, as fearful to adults as
825 to him:

From the earliest time I can remember I was afraid of the owl. It was not until much later that I knew why—that I knew the owl can cause evil influence to a person. When I was bad, my mother would make me listen to the hooting of the owl. "Listen to that!" she would say, and I would settle down and be quiet. She told me it was a bad animal and would catch me if I were bad.

The clue to the abhorrence for owls emerges in another account:

[775] It was taught to me in camp when I was small that ghosts and owls are related in some way. At night you go out in the woods over there by yourself. If you are a full-blood Chiricahua, you have been taught ever since you were a small child, "Don't ever throw anything at an owl. Never mock an owl. They are dangerous. They are ghosts." If you are out in the woods on a dark night after you have been taught in this way what owls are and you hear them close to you, [753] you certainly are frightened. In those days they claimed Indians used to get very sick from owls, and some shamans had to work to get them well.

861 Other devices for subduing unruly children are used:
865 There was an old man whom I did not like. He used to chase me and catch me whenever he saw me. So, when I was bad, my mother used to say that this old man was coming for me or that she was going to give me away to him.

Sometimes the old man comes to see the recalcitrant child at the parents' request:

When a child is mischievous, they call an old man who looks fierce. He is no relative. The old man limps in with a sack or blanket in his hand. He acts angry and shouts, "What's the matter?"

The father and the mother sit there. They say, "This boy won't obey. He is always fighting. You can take him and do what you wish with him. You can cut off his head or sit on him. We don't care. We aren't going to put up with him any longer." The boy begins to cry.

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The old man says, "So, you won't obey? I'm going to check you off right now." The boy cries louder. 861 865

"Now stop that! Listen to me. Come over to me or I'm going to get you." The child is frightened. He tries to crawl behind his father, his mother, or his grandmother. But they act as if they have given the old man the privilege to do what he wants with the boy, and they push the boy forward. Then the old man grabs him and struggles with him. He puts him in the sack and says, "Are you going to behave?"

After that the boy is prompt and behaves. If he won't get wood, his mother says, "All right, I'll call the old man." Then he goes for the wood at once. After the old man works on him like this two or three times, he comes to be a good boy.

These old men look fierce and funny. The children are afraid of them. The old man is never the grandparent. It is always an outsider. The grandparent is there with the parents to see the child get his lesson. [603]

Cowing children by reference to ill-favored old people is not to be confused with a manner of joking practiced for another purpose: 522 887

An old woman might joke with a little boy, calling him her husband, telling him, "I'll be back tonight and see you," and making all kinds of funny remarks. Here is what is behind it. They say that when an old person jokes like this it will give long life and good luck to a little child. But [for an old person] to joke about this concerning someone of the child's age is not good. It's against the child. [797]

I've been joked at like this. My aunt [a mother's sister; the child's mother had died] used to play this trick on me. She picked out an old woman who was as ugly as anything. She used to say, "I've brought you up and you've got to do what I tell you. You must marry that old woman." The old woman, when she came around, would say, "I missed you last night. Come over to my place and I'll cook for you."

But they never mention relatives when they joke in this way. To do that will give the child bad habits and bad ideas. If you fool like that with a grandmother, you'll get used to being free with relatives. You'll see your own sister over there and have relations with her. You'll turn into a witch. To encourage joking about marriage with relatives is just like teaching your daughter to play cards all the time or to drink whiskey. 522 602 [754]

To return to other disciplinary measures:

For crying children we have some kind of covering. We do not whip the child if we can help it. We put the covering over the child's head and hold it that way until he stops crying. We do this to little children, do it several times until they stop crying. The little children do not like to have anything over their heads. That is one punishment. 865 861

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865 Another punishment for crying is to pour a little cup of water slowly on the
861 child's head. It is cold and the child stops. Then we get another cupful and ask, "Going to cry again?" The child says, "No."

But the parent is usually gentle with the child. "If you love a child, it is awful to hear him cry or to have other children angry with him. You want to play with him and please him." Therefore, forceful measures of any kind are avoided where threats will gain the desired end. "We tell children we will put them in a sack if they are not good. I told it to mine. I never did it though."

863 Instead of punishing a child for enuresis, other means are used
789 to treat the difficulty. "If a child wets the bed, we put a bird's nest there and let him wet it. Then the nest is thrown to the east, and the child won't wet the bed any more."

865 Another ceremonial aid in child-training calls for the assist-
881 ance of the adolescent girl at the time of her puberty rite: "If a
788 child, a boy or a girl, is mean, they bring it to one of the girls. She takes pollen and hits him on the mouth four times with it. Then he can't talk evil any more and will be good."

865 Thoughtless children who are a nuisance to their elders are
538 chastised in subtle ways. One of the most popular is to send an ill-mannered boy on a wild goose chase. This is a favorite device of story-tellers. The old man bides his time; then, at a convenient stopping-place he picks up his tobacco pouch as though he is going to smoke, assumes his most innocent expression, and

. . . says to this boy, "You get 'that with which one smokes' for me. I want to smoke with it and I left it over at the next camp." There is no such thing as "that with which one smokes." He just sends the boy to get rid of him.

When the boy gets over to the next camp, the man there tells him, "Go over to So-and-so's place. I just sent it over to him." Sometimes a boy chases it all night. Then another boy cuts up, and that boy is sent over to see what happened to the first one.

861 "The Chiricahua loves his children and does not like to whip
[855] them"; but, when other methods fail, he resorts to corporal punishment. "Parents never whip their children unless they won't get up and run a race or something like that. Parents try to make men of them, and some punish them for not minding.",

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Though most parents exhibit self-discipline, there are instances where tempers are completely lost. Of the conduct of one woman it is reported, "I have seen her knock her little boy around like a ball. Every time he got up, she would knock him down again." Coolness between one father and son goes back to the time, in the words of the latter, "when he used me just like a slave. He whipped me, made me work, and kept me around the house." Similar difficulties have arisen between another father and son because of the father's severity.

E. is a pretty hard man with his wife and children. You see that stick he carries. Well, he is always poking those children with it, and they keep away from him as much as they can. His oldest boy is at Whitetail now. At night he stays in an old shack there. The place where he stays is all caved in. The boy has no blankets there but just sleeps between two old mattresses. The father is trying to get him home, but the boy won't come because he was treated in such a mean way. Not long ago his father tried to hit him with that stick. The boy took the stick away and hit his father on the head instead, and then he went off to Whitetail.

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For serious breaches of etiquette or morals the adult in a position of authority takes direct action. A child who impolitely refused a gift quickly learned this:

My grandmother asked me about it. I told her that I had refused it. Then she gave me a good box on the ear, for it is very impolite according to the Indian custom to refuse anything that is offered. If someone gives you a gift, you must take it, no matter what his station in life is. The lower he is, the more quickly you must take it so as not to hurt his feelings.

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At a later period, for sexual intercourse, the girl may be whipped by her father, sometimes publicly, with a rope or a stick. The parent expresses himself strongly during the chastisement, reminding her of the good advice she has disregarded and of the wrong she has done the family. The public nature of the punishment acts as a lesson to other girls. The girls "cry loud and long, and the neighbors around usually watch."

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Parents who do not wish to whip their boys find other ways of correcting them:

The parents don't like to strike their bigger boys. They get some other fellow to punish him. If a boy doesn't obey and is rough and fights all the time, they take him to the hoop and pole ground. His father says, "We'll see how tough

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861 you are!" He drags the boy over there. Other men are there with boys. Always there is a big crowd of men and boys at the grounds.

•865 The father calls out, "Here is my boy. He's always in trouble. Let's see how bad he really is. Is there any other troublesome boy here?"

Perhaps some other father has a boy who needs a good lesson. He brings his boy forward. Maybe those two boys don't want to fight. The men hit them with sticks until they begin. They are both troublesome boys. No one cares who wins. The parents want them to get beaten up. The father keeps matching his boy up against others until the boy gets a good licking. Then he takes him home.

He says to the boy, "Are you hurt? Does it hurt? We want you to go through life without getting hurt. We want you to obey and to listen to our good words. But you try to run us and make trouble. Now you've been licked. You see that you are not such a man as you think. If you can't behave, we are going to take you out and make you fight a boy who is still bigger."

538 861 Yet there is greater dependence on advice and traditional stories for guiding the young than on physical coercion. The tales are particularly important in this connection. Some have no other point than to rationalize usage or belief. A child who is [826] reluctant to "feed" his legs, that is, to rub grease on them after eating, is reminded of the story of the man who fed only his stomach and was told by his legs, "Run with your belly!" when he appealed to them to carry him out of danger.

868 538 Narratives of personal experience are also used to instruct the young. Once when some boys were showing insufficient interest in the running they were supposed to practice, an old man called them over and offered them the following counsel:

Boys, I'm an old man and funny looking now, and you all laugh at me. But there's one thing I always took care of, and they are pretty good still. I mean my legs. And you can learn that from me. My legs have saved me many a time.

Once I was out with a bunch of men. I stopped behind for a few minutes and they went ahead. I ran right into a bear there. That bear took after me. He was right behind me when I started running. But by the time I caught up with the others I was way ahead of him. I outran that bear. If I hadn't trained and kept myself a good runner, I would have been killed right there. So you boys ought to practice some running.

538 869 Many of the important myths can be told in winter only, and so the long winter nights are often enlivened by story-telling sessions. These occasions are not arranged for the exclusive benefit of the children, but, when children are present, special care is

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866 868 857 526 751 Soon the boy is requested to care for the horses. He is told that he should carry a pack on his back while he is running. To prove his endurance, he may be ordered to stay awake continuously for a day and a night or even longer. An inevitable incident of this training period is the icy morning plunge.

There was a creek deep enough for a boy to jump in. In the fall of the year the water was frozen a little. The creek was about a mile away. My father said, "Son, get up, and before you build a fire, take everything off except your breechcloth, run to that creek, and jump in the water. If the ice is thin enough, you jump in so it will not cut you. Go ahead! Jump in!"

Many boys used to put water on their heads and make believe they had jumped in. And some of the boys used to throw water over themselves before they went in, but their parents would find it out. If a boy wouldn't do it, his [861] father would get a whip, call the boy to him, and say, "You go over and jump in!" So the boy would go to escape a whipping.

Afterward we would come back soaking wet, but we were not allowed to come up to the fire. We just had to take a covering and wrap it around ourselves.

868 865 857 526 751 Nor does this exhaust the ingenuity of those in charge of the boy:

There is a small tree. My father takes me out there. He says, "Fig[illegible] that tree!" I go over there and hit the tree with both hands. Perhaps it hurts and I will have sore hands the next day. Then there is a tree with a limb about as big as my arm sticking out just about high enough for me to jump and catch it. My father says, "Break that limb." And he is standing there watching me fight it. Some limbs are pretty hard to break, but he is going to stand there until I break it.

A variation of this type of strenuous exercise is to have the boy uproot small trees or pull long poles from the ground.

868 857 526 One of the devices of winter training is to send the boy out early in the morning to roll a ball of snow. He is told to push it until he is called.

868 857 866 As the youth progresses in his training, guard and scout duties fall to his lot:

If older men are going away, they leave a young man to watch camp and guard the women and children. They say to him, "Camp up high. Get up early. Go up on a hill and watch. Go out and hide in the brush and look for tracks." That's what they told me.

They told me, "Don't eat too much in the day. Eat just enough so that you keep your strength. If you eat too much, you won't be able to run. But in the

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868 526 867 ried their guns and belt no matter how close they were to camp. Awake or asleep they were never without their guns. After this ride C. wanted to show those people just how he had trained his boy. They were on the sandy side of the hill. Nobody was on that hill.

C. told the boy, "Take your shirt off so that you'll have no excuse of something to trip over." All the men watched from the side. C. told the boy to stand on a gentle slope. He stood about fifty feet away from the boy.

C. took his gun and put cartridges in it. He is a sharpshooter; he shoots from the hip. He said, "All right, you start! You go down there."

The boy began to dodge and run. C. began to shoot. You could see the dust flying all around that boy, but he didn't get hit!

The boy is constantly reminded that this training must serve him for the raid and warfare situations which he will face.

The parents and grandparents all advise the boy. They tell him to run up hills so that in emergencies he can get along by himself, for in wartime, they tell him, nobody will go back for him, and he must keep up.

[867] They advise the boys that in case of war they should have a strong feeling that they will overcome the enemy; they tell the boy that the enemy is as frightened as he is; and that, if he puts on a brave front and charges, the enemy may run. And they tell the boys that, after coming home from a successful [626] battle, their relatives and friends will be proud of them. Cowards are talked [581] about, told nasty things before their faces, and are in disgrace. A girl would not [577] marry a lazy or cowardly man because the women say he wouldn't be a good provider. The boys know all this.

As time goes on group tactics assume increasing importance in the physical education of the novice. Where there are a number of boys of the proper age in the local group, they are brought together frequently for the training tasks.

Suppose I have a boy in the group. I give him equipment and tell him to go out there. The boys line up, ready to run. Maybe two men go along and see that the boys don't stop running. Then along comes a man with water in a little container and says, "Take a mouthful, but don't swallow it; hold it in your mouth. You are going to run four miles with this water in your mouth."

They all start out, not running full speed, but trotting. When they come back they are inspected. Each man inspects his boy to see if he still has the water in his mouth. He says, "All right, spit that water out." If the boy swallows the water on the way, the trainers see that he doesn't do it a second time.

868 865 526 Now one old man from the group of camps [extended family] might say, "I have a fine boy. He is hard to beat." Then perhaps my father would say, "I have a good boy. Bring your boy in." In they come. Everybody is around. The other boys who are novices are there too, waiting. They match these two, and

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the fighting begins. Maybe they are both crying. They fight until they bleed, until one of the boys says, "Enough!" Then he is whipped.

Then another day is set. A different boy is matched with the one who won the first fight. When it comes to one of these fellows, they tell him, "Well, it is your turn to fight him now." I have seen some poor boys who had to fight the winner, cry before they got out. Before they started they knew they were going to be beaten, but they had to go through with it whether they were good fighters or not.

Then they take eight boys, all of about the same size and with about the same amount of training and give them slings. They take them to a flat place where there are many stones and where all of them can see each other. The trainer says, "All right, four of you boys go on the other side, four stay on this side. This is going to make you quick; this is to develop you in speed."

They have to pick up the stones and sling them at each other, one side against the other. They have to learn to duck and dodge and keep from being hit. They are taught to throw at each other and to hit each other. If a stone hits you in the head, you are gone; if it hits you in the arm, it may break a bone. You have to jump aside and dodge in order not to get hurt. C. has a scar over his eye from a sling fight of this kind.

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After so much sling-fighting they are beginning to be a little like warriors. Next they make small bows and arrows. The boys divide into equal sides again and take their places about fifty feet apart. They use small arrows; but, if these arrows hit you, they stick into you. They are of wood, sharp pointed. The trainer says, "All right, you boys go out there and fight." And I tell you they have fun too! They hardly ever hit each other. But I remember one boy in the crowd at Carlisle who had been shot in the eye, and it put his eye out.

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Then they take them out again. They have the boys race without any water in their mouths and without carrying anything, in order to see which are the best two runners. Maybe they run to a little tree, around it and back again, about 800 paces. The next day they run about a mile around another tree. A man on horseback follows on each side. They try that twice to see who can run. Then they select two boys. They cut two switches, each about three feet long, and give them to these good runners. These two run ahead as usual and they whip the last boy in.

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A mimic contest in which stones are parried with round shields is described and also wrestling matches in which "the idea is to throw an opponent down before you get hit or kicked."

The boys are anything but docile, even in regard to their trainers: "Sometimes when they have an older person to run along during racing to lash those who lag behind, one or two boys jump on him and struggle with him. This gives the others a chance to get far enough ahead so they won't be bothered."